



## MERRYWOOD ELEMENTARY

329 Deadfall Road West  
Greenwood, South

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	580 Students	
<b>Principal</b>	Debra K. Green	864-941-5700
<b>Superintendent</b>	Darrell Johnson	864-941-5400
<b>Board Chair</b>	Debrah Miller	864-374-3513

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>Good</b>
2009	Average	Average
2008	Average	Good
2007	Average	Good
2006	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

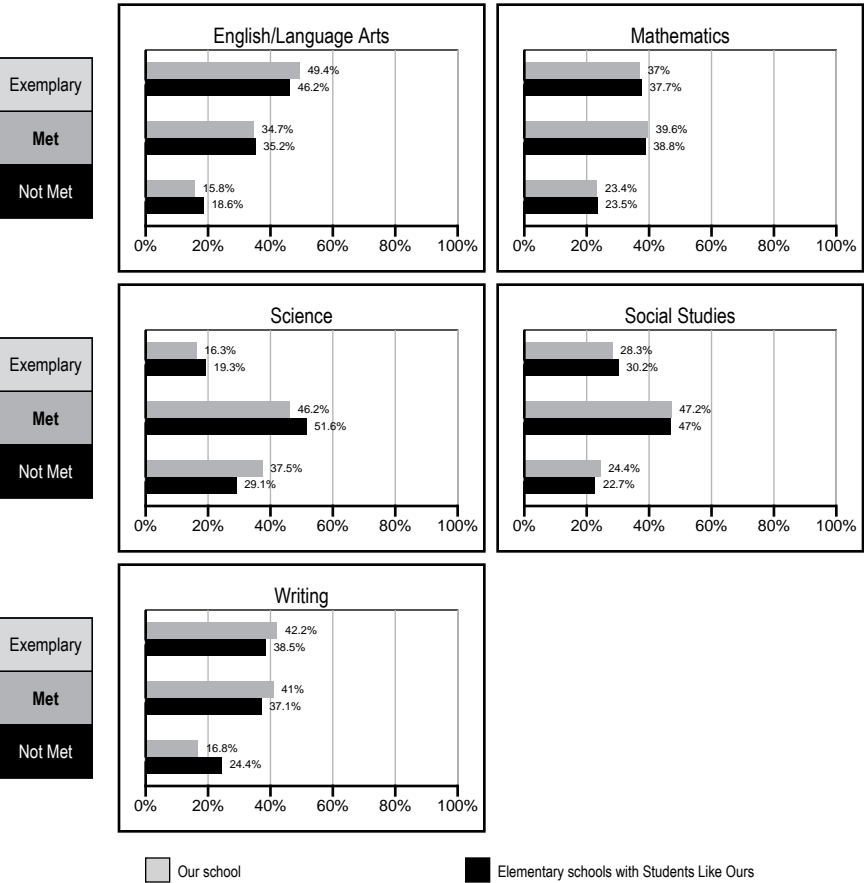
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
17	37	38	0	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=580)</b>				
First graders who attended full-day kindergarten	87.8%	Up from 85.1%	100.0%	100.0%
Retention rate	1.4%	Down from 1.9%	1.3%	1.2%
Attendance rate	95.8%	Down from 96.1%	96.1%	96.1%
Eligible for gifted and talented	13.1%	Up from 12.7%	15.3%	11.7%
With disabilities other than speech	12.0%	Down from 14.4%	8.1%	8.0%
Older than usual for grade	0.4%	Up from 0.0%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=39)</b>				
Teachers with advanced degrees	61.5%	Down from 69.6%	59.3%	60.5%
Continuing contract teachers	84.6%	Down from 87.0%	87.5%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.1%	Down from 86.9%	88.2%	87.0%
Teacher attendance rate	92.4%	Down from 92.5%	95.5%	95.4%
Average teacher salary*	\$48,857	Down 3.9%	\$47,844	\$47,288
Professional development days/teacher	11.6 days	Up from 5.7 days	10.3 days	10.5 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	17.6 to 1	Down from 20.1 to 1	20.0 to 1	19.2 to 1
Prime instructional time	86.9%	Down from 87.4%	90.7%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.2%	Down from 99.4%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,269	Up 11.4%	\$6,837	\$7,548
Percent of expenditures for instruction**	70.8%	Up from 68.1%	69.1%	68.7%
Percent of expenditures for teacher salaries**	67.5%	Up from 65.2%	66.0%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## Report of Principal and School Improvement Council

The Merrywood Elementary School family believes in its motto, "One for All and All for One". As a Red Carpet and a Palmetto Silver School, the faculty and staff of Merrywood "educate students through challenging learning opportunities and provide the LIFESKILLS for responsible and caring citizenship." Our accomplishments are largely due to excellent parental support and the dedication of our teachers and support staff.

Striving to meet the individual needs of all the students at Merrywood, teachers work collaboratively in their professional learning community to develop engaging lessons, disaggregate data, discuss and model instructional strategies, plan remediation or enrichment processes, etc. It is through their efforts that our school has made vast improvements in closing the gap in academic achievement. This is evidenced by our nomination as one of the state's top three South Carolina Distinguished Title 1 schools. This award was given by the South Carolina Department of Education for narrowing the achievement gap between African American and white students. Additionally, over the past several years Merrywood has successfully met adequate yearly progress as required by NCLB.

During the 2009-2010 school year students at Merrywood were afforded the opportunity to participate in various afterschool clubs such as the Bookateer Book Club, Art Masters Club, Green Thumb Gardening Club, Honors Chorus, Fitness Club, Mouseketeer Technology Club, and the M&M Step Team. Parents and students were also given the opportunity to participate in numerous family activities such as Open House, Grandparents' Day, Muffins for Moms, Donuts for Dad, Arts and Academics Family Night, Family Fun Night, and the Spring Carnival. Additionally, students, parents, and the community were involved in several service learning projects which included Relay for Life, United Way, March of Dimes, Jump Rope for Heart, and raising funds for a Tanzanian African school.

The ultimate goal of the Merrywood Elementary School family is to leave a lasting impression that inspires, encourages, and even transpires its students. Through the combined efforts of our capable and eager students, dedicated teachers and support staff, and committed and involved parents, students are given numerous opportunities to learn and grow as readers, writers, scientists, historians, and mathematicians. It is very evident to the Greenwood community and beyond that the Merrywood faculty, staff, parents, and students are "One for All and All for One" in our efforts towards continuous improvement.

Debra K. Green, Principal  
David Buckshorn, School Improvement Council

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	74	42
Percent satisfied with learning environment	100.0%	83.6%	92.9%
Percent satisfied with social and physical environment	100.0%	86.3%	90.5%
Percent satisfied with school-home relations	100.0%	82.4%	90.5%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
---------------------------	--

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	296	100	15.3	35	49.6	93.1	82.5	83.5	Yes	Yes
<b>Gender</b>										
Male	159	100	16.7	34.7	48.7	90	80.1	80.1	N/A	N/A
Female	137	100	13.7	35.5	50.8	96.8	85.2	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	154	100	7.5	21.8	70.7	98	92.1	89.6	Yes	Yes
African American	110	100	23.5	51	25.5	86.3	73.4	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	98.1	92.7	I/S	I/S
Hispanic	26	100	25	60	15	90	72.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	43	100	32.5	42.5	25	82.5	54.1	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	25	100	27.8	50	22.2	88.9	73	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	169	100	24.4	42.9	32.7	87.8	75.6	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	296	100	23.4	39.4	37.2	84.7	79.5	80.4	Yes	Yes
<b>Gender</b>										
Male	159	100	21.3	39.3	39.3	87.3	79.2	78.4	N/A	N/A
Female	137	100	25.8	39.5	34.7	81.5	79.8	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	154	100	10.9	34.7	54.4	92.5	90.6	87.8	Yes	Yes
African American	110	100	38.2	46.1	15.7	75.5	67.5	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	100	93.5	I/S	I/S
Hispanic	26	100	45	35	20	70	74.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	43	100	62.5	20	17.5	55	44.9	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	25	100	38.9	33.3	27.8	72.2	74.9	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	169	100	33.3	44.9	21.8	78.8	71.6	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	203	99.5	36.7	47.3	16	63.3	60.9	67.3
Gender								
Male	107	99.1	36.6	46.5	16.8	63.4	60.9	66.9
Female	96	100	36.8	48.3	14.9	63.2	60.8	67.7
Racial/Ethnic Group								
White	96	99	13.3	54.4	32.2	86.7	79.1	79.6
African American	82	100	N/A	N/A	N/A	40.8	44.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.2	84.4
Hispanic	21	100	61.1	33.3	5.6	38.9	42.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	21	95.2	N/A	N/A	N/A	31.6	27.4	33.8
Migrant Status								
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	36.5
English Proficiency								
Limited English Proficient	19	100	62.5	31.3	6.3	37.5	42.9	58.6
Socio-Economic Status								
Subsidized meals	120	99.2	50.9	44.5	4.5	49.1	47.2	55.4

Social Studies								
All Students	202	98.5	24.5	47.3	28.3	75.5	68	70.9
Gender								
Male	111	98.2	22.3	44.7	33	77.7	68.7	70.1
Female	91	98.9	27.2	50.6	22.2	72.8	67.2	71.7
Racial/Ethnic Group								
White	108	99.1	14.6	44.7	40.8	85.4	80.9	79.2
African American	73	97.3	40.9	48.5	10.6	59.1	54.1	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.7	86.8
Hispanic	16	100	I/S	I/S	I/S	I/S	58	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	32	90.6	50	42.3	7.7	50	36.3	39.3
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	55
English Proficiency								
Limited English Proficient	15	100	I/S	I/S	I/S	I/S	58.8	68
Socio-Economic Status								
Subsidized meals	121	97.5	36.1	48.1	15.7	63.9	56.4	60.8

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	297	97.3	16.7	41.3	42	83.3	68	72.1	95.8	95.8
Gender										
Male	160	96.3	17.8	45.9	36.3	82.2	61.8	65.2	95.7	95.7
Female	137	98.5	15.4	35.8	48.8	84.6	74.7	79.2	95.8	96
Racial/Ethnic Group										
White	153	98	8.3	34.7	56.9	91.7	81.3	80.8	96	95.9
African American	111	95.5	30	45	25	70	55	59.7	95.3	95.5
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.2	87	98.3	97.9
Hispanic	27	100	15	70	15	85	56.5	64.6	96.4	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	85.3	91.1
Disability Status										
Disabled	39	79.5	N/AV	N/AV	N/AV	41.4	24.6	27.7	94	94.6
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	63.5	99.4	95.1
English Proficiency										
Limited English Proficient	27	100	15.8	63.2	21.1	84.2	56.8	63.7	96.6	96.1
Socio-Economic Status										
Subsidized meals	177	95.5	24.8	54.2	20.9	75.2	57	61.9	95	95.1

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	112	100	23	29	48	77
	4	93	100	20.5	38.6	40.9	79.5
	5	100	100	16	44.7	39.4	84
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	106	100	15.5	20.6	63.9	84.5
	4	109	100	18.8	40.6	40.6	81.2
	5	80	100	10.7	45.3	44	89.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	112	100	31	39	30	69
	4	93	100	25	42	33	75
	5	100	100	22.3	54.3	23.4	77.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	106	100	24.7	28.9	46.4	75.3
	4	109	100	21.8	47.5	30.7	78.2
	5	80	100	22.7	42.7	34.7	77.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	58	98.3	34	42	24	66
	4	92	100	25.3	48.3	26.4	74.7
	5	50	100	45.7	47.8	6.5	54.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	53	98.1	53.1	32.7	14.3	46.9
	4	109	100	32.7	52.5	14.9	67.3
	5	41	100	26.3	52.6	21.1	73.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	54	100	44	36	20	56
	4	93	100	17	59.1	23.9	83
	5	50	100	35.4	41.7	22.9	64.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	53	98.1	10.6	51.1	38.3	89.4
	4	109	100	26.7	46.5	26.7	73.3
	5	39	97.4	36.1	44.4	19.4	63.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	110	95.5	38.5	30.2	31.3	61.5
	4	95	95.8	31.4	36	32.6	68.6
	5	100	96	21.1	35.6	43.3	78.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	105	97.1	13.5	39.6	46.9	86.5
	4	114	98.3	21.8	45.5	32.7	78.2
	5	78	96.2	13.9	37.5	48.6	86.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample